

**Exemplar Papers
with
Annotations**

Purpose of Exemplar Set

The set of exemplar papers is made up of examples of student responses that represent each score point. Please note that “exemplar” refers to the fact that these student responses are good examples of particular scores, not necessarily ideal or exemplary work. Each exemplar paper has been previously scored and includes an annotation that provides an explanation about the rationale for scoring.



STUDENT RESPONSE BOOKLET

Please complete your final written response in the space provided

Name _____ Grade Level 8 Date 03/10/04

Name of CBA Humans and the Environment Geographys

How will further water projects effect the people and environment on the Euphrates River? The Euphrates and Tigris Rivers have been used for centuries to irrigate the land and as a primary water source. Today the three main countries that use the Euphrates River are Turkey Syria and Iraq. All of these countries use the river as their primary water source. Turkey has the most population of the three and uses more modern technologie than the other two. Because of this Turkey uses by far the most water to irrigate it's land and run it's industry's. Since the Euphrates originates in Turkey building dams and hydroelectric plants lowers and pollutes the water that reaches the two other countries. Turkey has built many dams and hydroelectric plants on the Euphrates river and is planning to build 22 dams and 19 more hydroelectric plants by the summer of 2005. these dams will greatly increase the amount of irrigated land and will improve Turkey's economy by a couple million dollars. This project called the Southeast Anatolia project has



STUDENT RESPONSE BOOKLET

— Continued —

been greatly protested against by the governments and people of Syria and Iraq. Syria and Iraq have both posed military action against Turkey. Both argue that Turkey is using more than their share of the water. They also have argued that Turkey's water projects have polluted the water by using large amounts of chemicals. Syria is also planning many water projects on the Euphrates. Syria is a desert region with almost no water sources except the Euphrates river. For this reason they are also using more than their share of the river. They have a lot less irrigated farm land than Turkey and has a worse economy. Because it is a poor country it has not been blamed for much of the pollution or shortage of water. Even though Syria and Turkey are using most of the water Iraq still has some to work with. Even though Iraq gets less water it is still more fertile than Syria. The reason for this is because Iraq's alluvial plain that is in between the Tigris and Euphrates River. Much of the pollution of the river were caused by Iraq. During the Gulf War Iraq burned some of its oil rigs. This greatly polluted the water by dumping oil into



STUDENT RESPONSE BOOKLET

— Continued —

the river. Very little effort has been made to try and clean up the oil spills and dumps. This also killed much of the wildlife and habitats that were on the river beds. Since Syria is also using more than their share Iraq has also posed military action against Syria. I think that all three countries are behaving irrationally and that they should try to compromise before posing military action against each other. I think that a good compromise is to let Turkey build many dams and hydro electric plants on the river. After agriculture and power outputs have been increased than they should give 30% of the extra food to Iraq, and 30% of the food to Syria. And the same solution to the amounts of extra electricity. Then they should build a series of water treatment plants along the river to clean up the pollution and chemicals from the river. This will increase the amount of food electricity and quality of water in all three countries. Then Syria should also build some water treatment plants to clean up the mess that they make with their dams and hydroelectric plants. Then Iraq should start funding oil clean up projects to clean up the oil that has been dumped



STUDENT RESPONSE BOOKLET

— Continued —

and spilled into the river. This is the suggestion that I think would work to resolve the conflict over water use on the Euphrates river. Another alternative is to have each of the countries use 1/3 of the river and cannot make water projects that will let them use more than their share of the river. And along with that each country will have to design their own water clean up projects. Each country will have to also decide what to do with their share of the water. Along with the very first solution turkey should share 20% of the extra money made by the economic growth. These two solutions should be able to solve all of the problem with the use of the Euphrates river. These countries should start making compromises before things get worse. I hope that these solutions have increased understanding of the conflict for water use on the Euphrates river.

EXEMPLAR #1 ANNOTATION

Compare and Contrast Rubric

Score: 4

This response earns the score of 4 on the Compare and Contrast Rubric because it compares and contrasts groups' uses of the environment with three or more specific similarities and differences (including at least one similarity and one difference). The response compares and contrasts how three different groups (the countries of Turkey, Syria, and Iraq) utilize the Tigris and Euphrates rivers. The response mentions two similarities between the groups (they all use the rivers to "irrigate the land" and as a "primary water source"), as well as one difference (Turkey and Syria use the rivers to build dams and hydroelectric projects while the Iraqis do not). Comparing and contrasting the groups' uses of the environment with three or more specific similarities and differences earns the response four points on this rubric.

Alternative Uses Rubric

Score: 4

This response earns the score of 4 on the Alternative Uses Rubric because it explains two plausible alternatives to groups' uses of the environment that address costs and/or benefits. The response offers two suggestions for those countries (Turkey, Syria, and Iraq) dealing with the limited water resources. First, it suggests that Turkey continue with the dam and hydroelectric projects that have proven to be so troubling to Syria and Iraq, but that the Turks, who would be using more than their share of the water, share the benefits of those projects (more food, money) with both Syria and Iraq, thereby assuaging some of their concerns. Second, the response suggests that if that alternative does not work, the countries simply share the water equally, with each using "1/3 of the rivers." Providing two plausible alternatives to groups' uses of the environments that address costs and/or benefits earns the response four points on this rubric.

Human Interaction Rubric

Score: 4

This response earns the score of 4 on the Human Interaction Rubric for providing a reasonable explanation of how human actions and interactions affect and are affected by the environment, with three specific and accurate examples. The response describes ways that the environment positively affects the peoples of those countries (irrigation of fields, a primary water source) and ways that humans negatively affect the environment (the hydroelectric projects pollute the water with "large amounts of chemicals" while excess oil pollutes the rivers and "kills much of the wildlife and habitats"). A reasonable explanation of how humans and the environment interact and affect one another with three specific examples earns the response four points on this rubric.



STUDENT RESPONSE BOOKLET

Please complete your final written response in the space provided

Name _____ Grade Level 8 Date 1-29-03

Name of CBA Humans and The Environment

How do farmers and professionals impact the environment differently? Also how does Eastern Washington impact them? The region I chose is from Canada to Oregon and from the Cascades to Idaho.

Eastern Washington is a desert. The average precipitation yearly is 0-40 in. The temperature ranges in the summer from 40-96°f. The winter temps are from 44 to 0° f. Originally it was compromised of shrubs and highlands.

There are a few things that farmers and and Urban life have in common. They both use the land. The agriculturalists build farms + also take down trees in the process. The Urban population also takes out trees to make buildings. (offices, Hospitals, grocery stores, airports, ect.) Another thing is, they both put different hazards in the land. Farmers put in chemicals. Namely, fertilizers, pestilences, herbicides and others. Non-agriculturalists use landfills to dispose of garbage. Thirdly, they both use a lot of transportation. Almost all



STUDENT RESPONSE BOOKLET

— Continued —

vehicles produce emissions. There are many ways to pollute the air that are not stated too.

Both these organizations also effect the environment differently. The farms and feilds extract nutrients from the soil. The professionals dig into the ground to make buildings and warehouses. Farmers also build dams on the rivers for irrigation. The professionals use as much natural resources as possible. The agriculturalists put pure oxygen into the air with plants the plant. The towns use dumps to put garbage into.

Farmers and professionals also get effected by the environment similarly. Farms and cities are both effected by the climate The weather might stunt growths of plants or the population on account of migration. The soil also has an effect on them both. Farms need rich dark nutriented ground. The cities need a firm foundation for building things. Native wildlife is also a factor. Birds, goffers, mice and other rodents eat crops. Also there might be dangerous animals such as cougars that frighten building owners.



STUDENT RESPONSE BOOKLET

— Continued —

They also get effected by the environment differently. While rain might kill cherries and other orchard products the building protect the Urban population. On the other hand winds and floods wipe out cities for a while farms can just be replanted. Farmers and professionals have a few things in common and not in common about the environment.

A few alternatives would be to use organic materials such as fertilizers. This would be cheap and unharmlful but would lead to a weak yeild. The Urban population could use busses and carpooling more more often but some people just need a little comfort on the way to and from work.

EXEMPLAR #2 ANNOTATION

Compare and Contrast Rubric

Score: 4

This response earns the score of 4 on the Compare and Contrast Rubric because it compares and contrasts groups' uses of the environment with three or more specific similarities and differences (including at least one similarity and one difference).

The response highlights the ways that farmers and professionals in eastern Washington similarly do things the same (they each "use the land," "take down trees," and pollute) and the way they do things differently (farmers mostly use the environment to produce crops while professionals use it to construct buildings and cities). Comparing and contrasting the groups' uses of the environment with three or more specific similarities and differences earns the response four points on this rubric.

Alternative Uses Rubric

Score: 1

This response earns the score of 1 on the Alternative Uses Rubric for proposing an alternative that does not address costs or benefits. This response provides two alternatives (farmers should use "organic materials" and professionals should carpool) but they are not particularly linked to a problem. It can be gleaned that these proposals were put forth to deal with pollution problems or saving the environment, but the response never clearly says what these alternatives are supposed to address. Without addressing the costs or benefits of an environmental situation, no more than one point can be earned on this rubric.

Human Interaction Rubric

Score: 4

This response earns the score of 4 on the Human Interaction Rubric for providing a reasonable explanation of how human actions and interactions affect and are affected by the environment, with three specific and accurate examples. The response provides ways that the environment can be beneficial to humans (providing nutrients and food from the ground, providing shelter) and ways that humans and the environment can affect each other negatively (humans pollute through trash, emission, and chemicals, while the environment can wreak havoc through climate, storms, and floods). A reasonable explanation of how humans and the environment interact and affect one another with three specific examples earns the response four points on this rubric.



STUDENT RESPONSE BOOKLET

Please complete your final written response in the space provided

Name _____ Grade Level 8 Date 3-9-04

Name of CBA Humans and the Environment

Similarity & differences of
the Aztecs and the Nez Perce

The environment of the Aztecs and the Nez Perce are similar because their lakes and rivers are an important part. They are important for this because the lakes and rivers provide fish for food and water. Some of the lakes and rivers are the Clearwater River in Aztec. Which is in New Mexico. There is also the Snake River in Nez Perce, Idaho. Their lakes also provide area for transportation for both places.

Trees are another way Aztecs and the Nez Perce are alike. The Nez Perce



STUDENT RESPONSE BOOKLET

— Continued —

used trees as food supplements. They also used them as medical plants, which we call hardware plants. For food supplements they had stripped the bark from ponderosa pine trees to eat the sweet cambium or the inner bark. Then for the Aztecs they used trees to build things. They built boats and canoes so they can travel over water. They also used it to make wooden collars. The collars would be worn by the slaves who stole and were caught.

Also they both grow plants. That makes them have something in common. The Aztecs had botanical gardens and vast granaries. The Aztecs made a calendar so they can plan their agricultural work. There is a plant



STUDENT RESPONSE BOOKLET

— Continued —

named chayote that was cultivated by the Aztecs. The Aztecs call it chayotl. The plant was originated in Southern Mexico and Central America. Chayote is a very robust, tendriled vine. It can climb up to 30 feet in a single season easily.

Then the Nez Perce harvested camas plants. They were harvested in the mountains meadows. The plant camas is used for food, trade, medicine, wild life and conservation planting. It is also used for site restoration. Camas is a stout, robust herb with a dense inflorescence. It can grow up to 12-28 inches tall. They are grown from an edible bulb.

Then the Aztecs and the Nez Perces environment are different



STUDENT RESPONSE BOOKLET

— Continued —

because they depend on different types of animals. To the Nez Perce the animal that they depend on is the horse. They depend on the horse for hunting buffalo in the country and they used them as warriors. The Nez Perce had acquired horses in the 18th century. When they had horses they traveled to the Great Plains to stalk buffalo. In comparison the Aztecs don't just depend on one animal species they depend on all types.

The weather also makes the Aztecs and the Nez Perce different. The Nez Perce surprisingly have a higher temperature average. Their average temperature was 20°-70°F. Then for the Aztec their average was around 12° celcius. So the Nez Perce temprature



STUDENT RESPONSE BOOKLET

— Continued —

changes alot while the Aztecs temprature stays around the same temprature.

Though they have a big temprature difference they both get alot of rain.

Another thing that helps them be different is that the Aztecs used their environment to play sports.

They used the sap from trees to make rubber. Then they used the rubber to make a ball that bounces. The ball that they made helped the Aztecs play Netball and basketball. Thats what they did for fun alot of the time.

Then their elevation is something that makes them really different. The Aztecs elevation is alot higher then the Nez Perce. The Aztecs elevation is around 7000 ft above sea level.



STUDENT RESPONSE BOOKLET

— Continued —

Aztecs land is surrounded by high mountains on all borders besides the North. While the Nez Perces elevation is only 891 feet.

EXEMPLAR #3 ANNOTATION

Compare and Contrast Rubric

Score: 2

This response earns the score of 2 on the Compare and Contrast Rubric because it only compares or contrasts groups' uses of the environment. The response mentions several similarities between the Nez Perce and Aztecs (both tribes use their lakes and rivers as a source of food, water, and transportation), but the differences mentioned are not sufficiently explained to be credited. For example, while the response does state that the Aztecs had the time and opportunity to use their environments to "play sports" while the Nez Perce did not, there is no evidence to support the claim that the Nez Perce did not use their environment for sports-related activity. Discussing the ways the two groups use the environment by only comparing or contrasting earns the response two points on this rubric.

Alternative Uses Rubric

Score: 0

This response earns the score of 0 on the Alternative Uses Rubric because it does not provide any alternatives to the groups' uses of the environment. Without proposing alternatives to the groups' uses of the environment, no points can be earned on this rubric.

Human Interaction Rubric

Score: 4

This response earns the score of 4 on the Human Interaction Rubric for providing a reasonable explanation of how human actions and interactions affect and are affected by the environment, with three specific and accurate examples. The response provides at least three ways that the environment is beneficial to both the Aztecs and the Nez Perce, by highlighting how it provides both tribes with the food and water they need to survive, the lumber they need to build shelter and modes of transportation, and the plants they grow for food, trade, and other purposes. A reasonable explanation of how humans and the environment interact and affect one another with three specific examples earns the response four points on this rubric.



STUDENT RESPONSE BOOKLET

Please complete your final written response in the space provided

Name _____ Grade Level 8 Date March 10, 2004

Name of CBA Humans and the Environment

There are many native cultures and groups of people in the world, the Australian Aborigines migrated to Australia about seventy thousand years ago from across the sea from Indonesia over a landbridge. Another group are the Makahs of the Pacific Northwest, they are hunters and they live off of whales, seafood and forest animals.

The environment of the Aborigines is very dry so they needed to move from camp to camp when the water holes became dry, or they would have to move if their food source disappeared.

These people used stones and wood to make spears, boomerangs and stone axes to hunt kangaroos, wallabies, bandicoots, possums, lizards, birds and other animals. They did not have any agriculture and did not learn how to tame animals so the only way how they could get food was to go hunting. They conserved and nurtured the environment so that there would always be food and water available. The men hunted kangaroos, snakes and emus while the women and children caught smaller animals and picked fruits, honey, and seeds. Sometimes their camps would be ravaged and destroyed by dingoes, wild Australian dogs. Since it was hot and dry, they hardly had any clothing on.



STUDENT RESPONSE BOOKLET

— Continued —

The Indians of the Makah nation live on the very northwest corner of the Olympic Peninsula in the state of Washington. The climate there is very pleasant, the summers are mostly cool, and the winters are mild and wet. The Makah built large wooden canoes, tall totem poles, and huge houses out of the the giant red cedar trees in the forests. They lived in permanent villages and didn't travel much.

The Makah used native plants for medicine. Their diet consisted of fish, such as halibut, salmon, and shellfish, such as clams and mussels. They also hunted whales, such as gray, sperm, right, and humpback whales. They hunted game like elk and deer in inland forests. Women and children harvested abundant amounts of berries such as salmonberry, blackberry, thimbleberry, and huckleberry. The Makah would use all of the whale and never let anything go to waste. Sometimes their attempts to hunt a whale would fail if they had had weather and months of planning and gathering would go to waste. But nobody would ever go hungry because they would always have dried fish or fruits stored somewhere. Since the weather cold and wet, they used a lot of fur for warmth.

The similarities between the Aborigines and the Makahs are that the men hunted and the women and children gathered and picked fruits. These two groups of people would never let anything go to waste. They both believed that they were there, on their native lands since the beginning of time.



STUDENT RESPONSE BOOKLET

— Continued —

The differences are that the Aborigines are like nomads and traveled a lot while the Makahs stayed at a permanent spot. The Aborigines didn't have agriculture at all and the Makahs had very little planting. The Aborigines hunted desert animals while the Makahs hunted sea and forest animals. They lived in totally different climates, the Aborigines lived in dry areas while the Makahs lived in moist and rainy areas. The Aborigines hardly wore any clothing while the Makahs wore a lot of fur coats.

These are just the basic similarities and differences between the Aborigines and the Makahs. These people have lived in the same environment with the same traditions for thousands of years.

References -

1. Bartlette, Anne: *The Aboriginal Peoples of Australia*. Minneapolis, USA: Lerner Publications Company, 2002

2. Eder, Jeanne Oyawin; *The Makah*. Austin, USA: Raintree Steck-Vaughn, 2000

EXEMPLAR #4 ANNOTATION

Compare and Contrast Rubric

Score: 4

This response earns the score of 4 on the Compare and Contrast Rubric because it compares and contrasts groups' uses of the environment with three or more specific similarities and differences (including at least one similarity and one difference).

The response mentions at least two similarities between the Aborigines of Australia and the Makah of the Pacific Northwest groups (both tribes found their sustenance through hunting and gathering and both treated nature with reverence, as their great provider), as well as one difference (the Aborigines had no agriculture while the Makah had some planting—"very little"). Comparing and contrasting the groups' uses of the environment with three or more specific similarities and differences earns the response four points on this rubric.

Alternative Uses Rubric

Score: 0

This response earns the score of 0 on the Alternative Uses Rubric because it does not provide any alternatives to the groups' uses of the environment. Without proposing alternatives to the groups' uses of the environment, no points can be earned on this rubric.

Human Interaction Rubric

Score: 4

This response earns the score of 4 on the Human Interaction Rubric for providing a reasonable explanation of how human actions and interactions affect and are affected by the environment, with three specific and accurate examples. The response provides at least three ways that the environment is beneficial to both the Aborigines and the Makah, by highlighting how it provides both tribes with the food and water they need to survive and the lumber they need to build weapons and shelter, or transportation. A reasonable explanation of how humans and the environment interact and affect one another with three specific examples earns the response four points on this rubric.



STUDENT RESPONSE BOOKLET

Please complete your final written response in the space provided

Name _____ Grade Level 8th Date 3/10/04

Name of CBA How two groups interrelate with their environment

The first group I will be talking about is the Mayas, located in Mexico. The Mayas are an indigenous people who are located in the Yucatan Peninsula.

Maya population was very small, most of Mayas were constantly moving, very few living permanetly in the urban center. The main reason is that the Mayas lived near rainforests. Rain forest agriculture is much more challenging than regular, everyday agriculture. The Mayas, like others in that area, were forced to cultivate their food from the rainforest. Adapting to this, the Mayas employed a strategy called "Slash & Burn." Slash and Burn, is pretty much self-explanatory. The Mayas would cut down a swath of forest,



STUDENT RESPONSE BOOKLET

— Continued —

and burn the plants, for fertilizer, so what this means is that it takes a large amount of land to support a family, that's why population stayed low.

The Mayas are a group of people who respect their environment. Many of their basic foods are considered sacred. One example is corn, this food is the Mayas' main food source, yet many people, and priests consider it sacred. Some call it "gift of the gods." Their religion also sheds light on respecting their surroundings.

There are various gods of different elements on Earth. One such god is known as the Rain God, another example is the sun god.

The Mayas rely on their surrounding environment for almost anything they do. Obviously they rely on the surroundings for



STUDENT RESPONSE BOOKLET

— Continued —

food such as, maize, fish and water, but they rely on it for other things as well. They use wood for hunting tools and canoes. They use various herbs for their medicinal purposes. So, this group is constantly in touch with their environment.

The other group I am talking about is the Muckleshoot tribe located in Washington. They are located in Puget Sound between the Olympics & the Cascades. The Muckleshoot Indian tribe is comprised of descendents of the area's original coastal people.

From early spring till fall, food gathering is a living routine. As the Mayas, the Muckleshoot depended on what nature brings, because they did not practice farming animals. Their main food source were vegetable and salmon, being so close



STUDENT RESPONSE BOOKLET

— Continued —

to the Pacific Ocean. Fruits and vegetables were plentiful in Washington, and was one of the main food sources. Unlike the Mayas, the Muckleshoot did not have to apply strategies such as "Slash & Burn," to cultivate and grow foods, since the land flourished with food.

Like the Mayas, the Muckleshoot, depended on the environment, for their everyday life. One example is the making of canoes with wood, to fish, without it they would lose one of their main sources of food. They also use the environment for tools. One example, salmon clubs were made with rock attached to a wooden handle by strips of skin. Another example is the horn spoon, made by boiling horns and shaping them. Another example is glue; which was made by chewing the inner skin of dogs and



STUDENT RESPONSE BOOKLET

— Continued —

applied with quills.

Like the Mayas the Muckleshoot also respect their environment. At the time it was also considered sacred. Salmon is a huge source of food for the Muckleshoot. Seeing as how it gave its life to feed them, the tribe would say a prayer of thanks. Thanking the salmon for sacrificing itself to feed them. The same procedure is used for all animals they eat. Since the Muckleshoot depend on the environment so much, they respect the environment & never damage it.

In conclusion, these two groups of people worked with and adapted with their environment. The Mayas respected it because they needed the environment to survive. The Muckleshoot also respected the environment, they would thank an animal



STUDENT RESPONSE BOOKLET

– Continued –

for feeding it. One difference is that the Mayas had to apply strategies to get the food they needed, whereas the Muckleshoot just picked fruits and vegetables, because the food was readily available to them. Neither of the groups would hurt the environment or damage it.

EXEMPLAR #5 ANNOTATION

Compare and Contrast Rubric

Score: 4

This response earns the score of 4 on the Compare and Contrast Rubric because it compares and contrasts groups' uses of the environment with three or more specific similarities and differences (including at least one similarity and one difference). The response provides one similarity in the Maya's and Muckleshoot's uses of the environment (both tribes used the environment to build tools, shelters, and canoes and both tribes showed respect for their environment through their religion or prayer) and one difference (the Mayas were a more agricultural society than the Muckleshoot, whose food came largely from hunting and fishing). Comparing and contrasting the groups' uses of the environment with three or more specific similarities and differences earns the response four points on this rubric.

Alternative Uses Rubric

Score: 0

This response earns the score of 0 on the Alternative Uses Rubric because it does not provide any alternatives to the groups' uses of the environment. Without proposing alternatives to the groups' uses of the environment, no points can be earned on this rubric.

Human Interaction Rubric

Score: 4

This response earns the score of 4 on the Human Interaction Rubric for providing a reasonable explanation of how human actions and interactions affect and are affected by the environment, with three specific and accurate examples. The response provides at least three ways that the environment is beneficial to both the Mayas and the Muckleshoot, by highlighting how it provides both tribes with the food and water they need to survive, the herbs they use for "medicinal purposes," and the materials they need to build tools and shelter. A reasonable explanation of how humans and the environment interact and affect one another with three specific examples earns the response four points on this rubric.



STUDENT RESPONSE BOOKLET

Please complete your final written response in the space provided

Name _____ Grade Level 8 Date 3/10/04

Name of CBA Humans and thier enviroment

The peoples I did research on are the Nisqually Indians, and the Wayana Indians. My question is; What are the differences between my two people. I will answer this question in my essay. First giving valid information on the two peoples. Explaining where they live, what they eat, and describing thier enviroment.

The Nisqually tribe lives in the Pacific Northwest. In 1780 there was about 3,600 Nisqually alive. In the twentieth century, 110 reported to be Nisqually. By 1990, the number of people that were Nisqually raised to 436. Nisqually Indians are a coastel Tribe. They do alot of fishing. The Kind of fish that they catch are bluefish, flounder, halibut, skate, solec, devilfish, and salmon. Fisheggs and shellfish are a good variety added to thier diet.

They hunt deer, elk, black bear, and rabbit which is dried over a open fire. Licorice roots, wild carrots, and various bulbs are eaten. In the Nisqually tribe, the wealthiest



STUDENT RESPONSE BOOKLET

— Continued —

was the chief. Second wealthiest was the Shaman. The Nisqually's were led by Chief Leschi. Chief Leschi died after being convicted of his role, while there was fighting in the Puget Sound area. He was executed at Fort Steilacomon. Thier enviroment was hot in the summer, cold in the winter. Good for farming. Most of thier land was taken away from them because of the Treaty of Medicine Creek. Taking away thier land and putting them on reserves.

The Wayana Indians are located near the Northwest coast of South America. They live in the Amazon rainforest. In 1999 there were reported to be 415 Wayana in Parù, 400 in Suriname, and 800 in French Guiana. Like the Nisqually, they catch fish to. They catch fish like trout, King fish which were was artifisually introduced to the area, Bogas, Karachi, and the Ispi. The hunt bespetacted bears, the Andean Fox, and domestically use animals like sheeps, llamas, and Albacas, for thier wool. Thier environment is hot and rainy, all year round. Since it is a forest, not a good area for farming. Alot of trees, good source of wood to make houses, also good source of fruit.



STUDENT RESPONSE BOOKLET

— Continued —

Now I have given valid information of my two peoples.

Now, I will answer my question: What are the differences between my two peoples? To start off, they both live in different regions. Nisqually live above the equator and an area where it is not a rain forest. Wayana live under the equator and in an area where it is not cold in the winter and hot in the summer. Totally different environments. Nisqually live in North America and Wayana live in South America. Though both Nisqually and Wayana live near water, they hunt different animals and catch different fish.

Nisqually had their land taken away from them by government. Wayana still have their land. Nisqually have been exposed to more people than the Wayana. Wayana have a better source of food. It rains a lot in the Amazon, because of this, Wayana might experience floods. In the Pacific Northwest, it rains a lot but we have a lot of hills, so we don't get floods. The Amazon is flat land.

In conclusion, the Nisqually Indians live in the Pacific Northwest and catch fish like salmon, bluefish, flounder, and



STUDENT RESPONSE BOOKLET

— Continued —

halibut. They hunt animals like deer, bear, and elk. They live near the coast and have alot of trees in their environment. The Wayana Indians live in South America on the Northwest coast of Brazil. They catch fish like Bogas, Karachi, and Ispi. Wayana Indians domestically use llamas, sheep, and albacas. Thier environment is hot and rainy. They also have alot of trees in thier area. The difference between these two cultures is thier environment, the food they catch and eat. The Nisqually have been exposed to more people than the Wayana. Nisqually live above the equater while the Wayana live under the equater.

EXEMPLAR #6 ANNOTATION

Compare and Contrast Rubric

Score: 2

This response earns the score of 2 on the Compare and Contrast Rubric because it only compares or contrasts groups' uses of the environment. The response provides one similarity in the Nisqually's and Wayana's uses of the environment (both tribes survive by hunting and fishing). However, the differences described are either not sufficiently specific or do not relate to the two groups' uses of the environment (their climates, with the Nisquallys in a rainforest and the Wayana more "hot and rainy all year round"). Discussing the ways the two groups use the environment by only comparing or contrasting earns the response two points on this rubric.

Alternative Uses Rubric

Score: 0

This response earns the score of 0 on the Alternative Uses Rubric because it does not provide any alternatives to the groups' uses of the environment. Without proposing alternatives to the groups' uses of the environment, no points can be earned on this rubric.

Human Interaction Rubric

Score: 2

This response earns the score of 2 on the Human Interaction Rubric for providing a reasonable explanation of how human actions and interactions affect and are affected by the environment, with one specific and accurate example. The response provides one way that the environment is beneficial to both the Nisquallys and the Wayana, by explaining how both tribes survive completely off the bounty their environments offer citing specific examples of what animals and fish they ate. A reasonable explanation of how humans and the environment interact and affect one another with one specific example earns the response two points on this rubric.



STUDENT RESPONSE BOOKLET

Please complete your final written response in the space provided

Name _____ Grade Level 8 Date 1/30/04

Name of CBA Humans and The Environment

How do farmers and nonagriculturelists interact with the environment in Easter Washington? Farmers and buissness workers greatly effect the environment. There are alternatives to some of their impact.

Farmers interactions with their environment is obvious. They grow plants after tilling the ground. This is good since the roots prevent erosion, oxegen is put into the air, and food is produced. The effects of fertilizers and other chemicals are not good and after growing plants the nutreans from the soil has diminished. The environment also effects the farmers. Rain, wind, tempetures, and animals are what determine what and how things grow. This means Farmers in Eastern Washington have a big part in the environment.

Nonagriculturelists effect Eastern Washington too. In citys people drive, use more resouses, have more garbage, grow less vegetation, and have many factories. All these hurt the atmosphere and the land with exhaust fumes, less clean oxegen, and wast. What they do has a good side but not one for the land. Not only do buissness workers ineract with Eastern Washington but it interacts with them. The terrain effects how



STUDENT RESPONSE BOOKLET

— Continued —

much a city can grow, and the weather influences what they do. This is how people in other professions interact with the east side of Washington.

Alternatives to the negative effects of city people and farmers are possible. Busses and carpooling are a better form of transportation since less cars would be on the road. Less exhaust fumes would be in the Atmosphere, but most people like to drive on their own. Also, farmers could grow crops organically, but the product would not be as good.

Therefore, the negative effects could be reversed with some sacrifice on the humans part.

Therefore, farmers and business workers effect the land in Eastern Washington. Farmers and people in other professions interact. The things they do can be changed.

EXEMPLAR #7 ANNOTATION

Compare and Contrast Rubric

Score: 1

This response earns the score of 1 on the Compare and Contrast Rubric because it states the groups' uses of the environment but does not compare and contrast them. The response only describes the way that farmers and "non-agriculturalists" in eastern Washington interact with the world around them: the farmers can do good ("roots prevent erosion, oxygen is put into the air, and food is produced") while the non-agriculturalists mostly have a negative impact (pollution, emission, trash). No clear comparison between the two groups is made. Without comparing and contrasting the two groups' uses of the environment, no more than one point can be earned on this rubric.

Alternative Uses Rubric

Score: 3

This response earns the score of 3 on the Alternative Uses Rubric because it explains one plausible alternative to groups' uses of the environment that address costs and/or benefits. The response suggests and explains one way that pollution in eastern Washington could be halted ("Busses and carpools" could be used by the non-agriculturalists to reduce emissions into the atmosphere). The response also states that farmers could grow crops organically but does not explain how that relates to improving the environment (i.e. keeping chemicals out of the ground). Providing one plausible alternative to the groups' uses of the environments that addresses costs and/or benefits earns the response three points on this rubric.

Human Interaction Rubric

Score: 4

This response earns the score of 4 on the Human Interaction Rubric for providing a reasonable explanation of how human actions and interactions affect and are affected by the environment, with three specific and accurate examples. The response notes a number of examples of both positive benefits for the environment in eastern Washington (the farmer's roots preventing erosion, their plants producing oxygen) and negative consequences (the pollution, emissions, and trash that humans produce). A reasonable explanation of how humans and the environment interact and affect one another with three specific examples earns the response four points on this rubric.



STUDENT RESPONSE BOOKLET

Please complete your final written response in the space provided

Name _____ Grade Level 8 Date 11 / 104

Name of CBA Humans and The Environment

How do farmers and professionals in Eastern Washington effect and are effected by the environment the same and differently?

In Eastern Washington there is little rainfall, most of Eastern Washington is desert. Also, Eastern Washington is mostly flat. The tempature in Eastern Washington is averaging 0-44° in winter and fall, the summer and spring mostly averages 40°-90°.

Professionals or nonagricultural workers most likely live in cities such as Spokane and Tricities.

Professionals can be people who work in manufaturing.

However, proffesionals can be school teachers too.

Finally, they can also be any kinds of buissness workers.

Farmers are alot like buissness workers and manufactorers. They grow their crops and send them to places to make food for people.

Farmers effect the environment in beneficial and



STUDENT RESPONSE BOOKLET

— Continued —

damaging ways. Some beneficial ways are, the crops release oxygen into the air for us to breath. Farmers also produce food for us to eat. Roots stop erosion. In spite of the beneficial ways, there are damaging effects of farming too. First, farming takes up large areas of land. Second, some crops extract nutrients from the soil. Third, in Eastern Washington dams are built for irrigation. Lastly, farmers sometimes use chemicals that effect the soil. I suggest that farmers should try organic farming. If farmers did this, thier crops would be more healthy. Even so, crops are easily destroyed by pests. Weeds could also interfere with growth of crops decreasing and plant health.

Proffesionals can also be harmful to the environment. When proffesionals go to work they sometimes drive thier own cars which realease emissions which pollute the air. In bigger cities they produce more waste. With more waste thier is bigger need for landfills which can damage the environment. For Spokane Urban Sprowl is a problem.



STUDENT RESPONSE BOOKLET

— Continued —

With Urban Sprawl more trees are destroyed causing some animals to lose their homes. Finally, the use more resources for example, electricity and gas. I suggest that with more waste, more people should recycle.

Instead of dumpsters going to landfills some of those could go to recyclers.

Although, farmer's effect the environment the environment also effects them. First, pests such as insects and animals can destroy and eat crops. Second, wind also effects the crops by blowing the mover or blowing waste into the fields. Third hot temperatures could cause problems with irrigation. Next, different soils and rocks might make farming a little more difficult. Also, soil can't support the some crop more than once a year. Lastly, rain could destroy or be harmful to some orchard crops, hay and wheat.

The environment effects professionals also. The weather will effect the way professionals travel. The terrain may effect how professionals build any new buildings.



STUDENT RESPONSE BOOKLET

— Continued —

Though farmers and professionals are the same and different they can be compared. The climate effects thier work. Next, both groups pollute the air when driving or transporting goods. Finally, farmer 's and proffesionals both effect the environment with waste.

EXEMPLAR #8 ANNOTATION

Compare and Contrast Rubric

Score: 2

This response earns the score of 2 on the Compare and Contrast Rubric because it only compares or contrasts groups' uses of the environment. The response only compares the way that farmers and professionals in eastern Washington interact with the world around them. The farmers may do good for the environment, but the only comparison made between the two groups is that they each can have a negative impact (farmers put chemicals into the ground and extract nutrients from it while professionals pollute the air and produce massive amounts of waste). No clear contrast between the two groups is made. Discussing the ways the two groups use the environment by only comparing or contrasting earns the response two points on this rubric.

Alternative Uses Rubric

Score: 2

This response earns the score of 2 on the Alternative Uses Rubric for proposing alternatives that are not sufficiently explained. The response does mention the idea of recycling, but it is not put forth to address a particular problem and it is not explained adequately. In addition, the response mentions the possibility of farmers trying organic farming but this alternative is not explained adequately as a way to reduce the use of chemicals. Without fully explaining an alternative in relation to a particular environmental issue, no more than two points can be earned on this rubric.

Human Interaction Rubric

Score: 4

This response earns the score of 4 on the Human Interaction Rubric for providing a reasonable explanation of how human actions and interactions affect and are affected by the environment, with three specific and accurate examples. A number of examples of both positive benefits for the environment (the farmer's roots preventing erosion, their plants producing oxygen) and negative consequences (the pollution, emissions, and trash that humans produce) are noted. A reasonable explanation of how humans and the environment interact and affect one another with three specific examples earns the response four points on this rubric.



STUDENT RESPONSE BOOKLET

Please complete your final written response in the space provided

Name _____ Grade Level 8th Date _____

Name of CBA _____

How dose logging effect the Natural habitats in Washington state?

How do environmentalists in that state Respond to the bamage?

The logers clear cut And it causes erosion. The loging Roads and stuff Ruins water wells by sedimentation. In oak Ridge this hapend and the town spent millions of dollers Drilling New wells.

The owner of a medical herb company Releys on standing forests. The logers take all that away and make it bificult. Hunting stores lose costomers becaus the logers cut down forests, therfor hunters have limited places to hunt.

Also I can see how loging is good, helps make new homes, good firewood. Most people



STUDENT RESPONSE BOOKLET

— Continued —

are trying to say logging takes place of burning and other natural forest fires.

We find alot of us for logs. We use wood to make paper, and without it I woulden be wrihting Right Now on this paper. When logers log the cut down every tree insite, dead, fresh, small, and big.

Most people want to, and have focused a great deal of Atention on low impact logging as one of the many approches toward sutainable forest managment.

Then there are always going to be the people who totaly love forests, and they want to burn any form of tree harvesting. However economists have been quick to point out that if timber production was to stop, tropical forests would be of less value. Perhaps then looked Aat for other productive uses. People say the improvement in logging keeps it Natural still,



STUDENT RESPONSE BOOKLET

— Continued —

but its still up for debate (RIL)-Reduced impact logging RIL is actually a package of practices and technologies.

The steps in RIL are set up to help both sides logging and the forests. Pre harvest planning of roads, skid trails, and landings to provide access to the harvest area and to the individual trees. This minimizes the soil disturbance, and won't cause much erosion.

Also cutting tree stumps lower to the ground helps not waste it. Instead of logging they use helicopters, this helps reduce pollution and this way you don't have to make logging roads.

Select cutting. This type of cutting is great! Instead of clear cutting and taking the whole forest with them, we now use select cut. This is when they just take random trees and cut them. This helps in so many ways. Keeps the forest, a forest. Also keeps the animals alive with a



STUDENT RESPONSE BOOKLET

— Continued —

happy habitat.

With RIL about 40% less Road damage is done. Personally I think the best way to go is the select cut and have helicopters take the logs out!

Now days most loggers, Not the loggers but someone plants a tree for every log that is made. This way if we lose one, in about 5 yrs there will be another one, and its a nice little cycle.

RIL verses conventional logging RIL is alot cheeper, more eficient, and safer for the environment. At this Rate with RIL we can have a great plentiful forests.

If every one was a tree huger I think there would be major conflict with this issue, but enogh people arent that its not to bad.

In conclusion, yes logging efects Big/small comunities and workshops. However, they Came



STUDENT RESPONSE BOOKLET

— Continued —

up with select cutting, helicopters and RIL. This way loggers log, tree lovers love and people like you and me sit back and enjoy this Papper, wood, and other things.

EXEMPLAR #9 ANNOTATION

Compare and Contrast Rubric

Score: 1

This response earns the score of 1 on the Compare and Contrast Rubric because it states the groups' uses of the environment but does not compare and contrast them. The response discusses the logging question in the state of Washington through the eyes of the logging industry and the environmentalists, but it simply states their uses and opinions. Without comparing and contrasting the two groups' uses of the environment, no more than one point can be earned on this rubric.

Alternative Uses Rubric

Score: 4

This response earns the score of 4 on the Alternative Uses Rubric because it explains at least two plausible alternatives to groups' uses of the environment that address costs and/or benefits. The response proposes a number of solutions that would appease both the logging industry and the environmentalists (including reduced impact logging, select cutting, using helicopters instead of cutting, or cutting trees lower to the ground to reduce waste) that are plausible alternatives to the current debate. Providing two plausible alternatives to groups' uses of the environments that address costs and/or benefits earns the response four points on this rubric.

Human Interaction Rubric

Score: 4

This response earns the score of 4 on the Human Interaction Rubric for providing a reasonable explanation of how human actions and interactions affect and are affected by the environment, with three specific and accurate examples. In discussing the logging debate, the response provides a number of ways that logging negatively affects the environment (massive erosion, water wells ruined by sedimentation) and a number of ways that logging can positively affect human life (wood to build houses, make paper). A reasonable explanation of how humans and the environment interact and affect one another with three specific examples earns the response four points on this rubric.



STUDENT RESPONSE BOOKLET

Please complete your final written response in the space provided

Name _____ Grade Level 8 Date _____

Name of CBA Humans and their Environment Geography.

What kind of impact has cutting down tree's have on hunters and fishers in the state of Washington, and what kind of impact does it have on animals. What kind of future does logger's and the environment have a head of them.

The logger's have affected the environment by destroying animals homes, taking down vegetation and recking the forests. They are also making hunting and fishing harder to do because of all the damage that has happend to the forests. The Bad affect on the hunters is, all the clear cuts have been driving the animals out of that hunters area. Logging has affected the sport of fishing by thining out the number of fish, because the tree's gave good shade for the fish to stay healthy, but when there is not any shade for the fish if there are not any tree's there, the fish will get to much sun and heat, causing the fish to get soft and be an unhealth meal because of the meat going bad. These are some ways that the logging industry hase affected the environment that Animals and Humans use today.



STUDENT RESPONSE BOOKLET

— Continued —

The environment affects people in very different ways that use it. For example, when an old man and his grandson are going fish it gives them a chance to be with each other and get good exercise, especially for the old man. Or it will give a family a chance to have a nice home cooked meal of fish, because the family could be poor and are trying to save money.

The sport of hunting also affects people to. For example if a young boy is wanting to be a good hunter like his father, and shoots his first deer, and it is a good exercise and experience.

Animals use the environment that they live in to hunt in, eat in, play in, give birth in, and even play in. All of the animals make good use of this environment.

The Mountains provide use with Paper, houses, and heat for a family at their home. The wood from the trees are turned into paper for people to use and read. It is good to use for a kid's homework, or a person can read something like a newspaper. Paper also is a good fire starter for people to keep warm, but the paper does not last very long unfortunately, so we have another material that comes from all of the trees it is called wood. It keeps the



STUDENT RESPONSE BOOKLET

— Continued —

heat of a fire going for a long time, but not forever. In some cases though fire will spread and stay going for weeks, like a forest fire. Another use of wood is for building things like houses, bird house's, border line's for a flower bed or even a table as far as that goes. Although wood is a good material for building things, it is the reason why many home's and building's in the world today have burned down, all because it is a good fuel for a fire.

There are many consequences to people's use of the forests. Erosion has taken place in alot of different areas, all because of logging. It happends when a tree is completely torn out of the ground, and when it starts to rain it make's the ground all muddy and loose, and causes Erosion. Not very much stuff can grow in places that are full of Erosion.

Many animals have died because of logging. They have been ran out of there home's because of logging. If loggers keep this up very soon there will be more endangerd species because of all the deaths of the animals.

The loggers and environmentalists can find ways to coexist with each other and the enviroment. The loggers can stop clear



STUDENT RESPONSE BOOKLET

— Continued —

cutting and start using select cut 's so that way we can save the environment and still make enough money for the logging company to stay running.

Select cuts will save many trees in the forests, especially the smaller ones that dont need to be cut down. This way it will make all the environmentalists happier and it will reduce the amount of protests against all the logger 's and there companies.

We can also put a stop to all the forest fires that ocure by reducing the number of tree 's that are supposed to be cut down, and stopping clear cuts, because all of the wood on the ground that is an easy fuel for the fire. These are all way 's we can limit things like clear cuts to save the environment from destruction.

EXEMPLAR #10 ANNOTATION

Compare and Contrast Rubric

Score: 1

This response earns the score of 1 on the Compare and Contrast Rubric because it states the groups' uses of the environment but does not compare and contrast them. The response discusses the logging question in the state of Washington through the perspective of the groups involved (loggers, animals, hunters/fishermen), but it simply states their uses and opinions. Without comparing and contrasting the groups' uses of the environment, no more than one point can be earned on this rubric.

Alternative Uses Rubric

Score: 2

This response earns the score of 2 on the Alternative Uses Rubric for proposing alternatives that are not sufficiently explained. The response does mention the idea of select cuts, but this alternative is not explained adequately. Without fully explaining an alternative in relation to a particular environmental issue, no more than two points can be earned on this rubric.

Human Interaction Rubric

Score: 4

This response earns the score of 4 on the Human Interaction Rubric for providing a reasonable explanation of how human actions and interactions affect and are affected by the environment, with three specific and accurate examples. The response provides a number of ways that logging negatively affects the environment (erosion, eliminating animal habitats and vegetation, reducing hunting and fishing grounds) and a number of ways that logging can positively affect human life (providing wood to build houses, make paper). A reasonable explanation of how humans and the environment interact and affect one another with three specific examples earns the response four points on this rubric.